



	Acquisition	
<p>(phonemes) in simple, one-syllable words to make new words.</p> <p><b><u>Craft and Structure</u></b>            RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b><u>Integration of Knowledge and Ideas</u></b>            RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RL.K.8 (Not applicable to literature)</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><b><u>Range of Reading and Level of Text Complexity</u></b>            RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p><b><u>Informational Text Key Ideas and Details</u></b>            RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p>	<p><i>Students will know/be able to...</i></p> <p><b>Language Arts: (On Going)</b></p> <ul style="list-style-type: none"> <li>• Concepts of print               <ul style="list-style-type: none"> <li>• Text can represent ideas and the spoken word.</li> <li>• Sentences are made up of words, words are made up of letters, and letters represent sounds.</li> </ul> </li> <li>• Text features support understanding and communicate ideas.</li> <li>• Use pragmatics of language (taking turns, introducing topics, staying on topic, verbal and non-verbal signals, proximity, and eye-contact).</li> <li>• Describe the relationship between illustrations/photos and text.</li> <li>• Identify basic similarities and differences between two texts on the same topic.</li> <li>• Define the relationship of the author and illustrator to the text.</li> <li>• Compare and contrast the adventures and experiences of characters in familiar stories.</li> <li>• Participate in shared research in which they explore multiple sources.</li> <li>• Use a combination of drawing, dictating, and writing to compose informational/explanatory texts in which they name what they are writing about and supply some information about the topic.</li> <li>• Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>• Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul> <p><b>Social Studies:</b></p> <p><b>People and Nations of the World</b></p> <ul style="list-style-type: none"> <li>• Use experiences, such as a class trip, classroom visitors, stories, and electronic media, to give examples of different choices people make about meeting their human needs for food, clothing, shelter, and other commonalities, such as recreation, stories, and music.</li> </ul> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>• Describe how maps are models showing physical features and/or human features of places.</li> <li>• Identify a location by using terms, such as near-far, above-below, and here-there.</li> <li>• Identify pictures and photographs that represent places on a map, such as a playground and a fire station.</li> <li>• Use photographs and pictures, recognize human-made features as modifications people have made to the land.</li> </ul>	<p><b>Students will have the skills to:(refer to standards)</b></p> <ul style="list-style-type: none"> <li>• Manipulate a book. (CCKF1)</li> <li>• Produce and identify letter sounds. (CCKF3)</li> <li>• Recognize and Rhyme words. (CCKF2a)</li> <li>• Blend and segment onsets and rimes. (CCKF2c)</li> <li>• Isolate and pronounce the initial, medial vowel, and final sounds. (CCKF2d)</li> <li>• Add or substitute individual sounds in one-syllable words to make new words. (CCKF2e)</li> <li>• Read common high-frequency words by sight. (CCKF3c)</li> <li>• With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (CCK.RL.6)</li> <li>• With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (CCK.RL.9)</li> <li>• Describe the relationship between the illustrations and text. (CCKRI7)</li> <li>• Identify the basic similarities and differences between two texts on the same topic. (CCKRI9)</li> <li>• Participate in multiple exchange conversations. (CCKSL1a &amp; b)</li> <li>• Participate in shared research and writing projects. (CCKW7)</li> <li>• Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the topic or name the book they are writing about. (CCKW1)</li> <li>• Use a combination of drawing, dictating, and writing to compose informative/explanatory texts. (CCKW2)</li> <li>• Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events in the order in which they occurred and provide a reaction to what happened. (CCKW3)</li> <li>• Confirm understanding of a text read aloud or information presented orally or through media by asking and answering questions about key details. (CCKSL2)</li> <li>• Identify real-live connections between words and their use. (CCKW5c)</li> </ul>

### Phonics and Word

#### Recognition

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
- Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

#### Fluency

RF.K.4 Read emergent-reader texts with purpose and understanding.

#### Literacy

##### Key Ideas and Details

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

RL.K.2 With prompting and support, retell familiar stories, including key details.

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

- Identify human-made features, such as buildings, sidewalks, streets, and bridges .

#### **Economics:**

- Gather and read appropriate sources, such as trade books that relate to a topic.

#### **Science:**

##### **Life Science:**

##### **Diversity of Life**

- Identify and describe features (observable parts) of animals and plants that make some of them alike in the way they look and the things they do.
- Compare descriptions of the features that make some animals and some plants very different from one another.

#### **Genetics:**

- Identify and draw pictures that show what an animal (egg to frog) and a plant (seed to tree) looks like at each stage of its life cycle.

#### **Evolution:**

- Observe, describe, and give examples and describe the many kinds of living things found in different places in Maryland.
- Using pictures, films, and illustrated texts, identify, describe, and compare living things found in other states, such as Texas and Alaska, to those found in Maryland.
- Explain that the external features of plants and animals affect how well they thrive in different kinds of places.

#### **Flow of Matter and Energy:**

- Describe ways that people and other animals manage to bring the things they need from their environment into their bodies.
- Make observations of the features of many different kinds of plants within an environment to identify and begin building a list of some of the basic needs these organisms share, such as water, light, etc.

#### **Ecology:**

- Describe ways that animals and plants found in each place interact with each other and with their environment.

### Assessments

**Students will demonstrate their learning through...**

**Performance Tasks and/or Projects (authentic):**

- Students can dress up as an animal and be interviewed to find out what type of animal they are, what they eat, where they live, and how their physical characteristics help them live in their environment. They could also draw/write to describe the animal and use these visuals to provide additional detail to their presentation. **(CCKSL5)**
- Students create a map of the environment in which their animal lives, labeling both human and natural made areas. **(CCKW2)**
- Students verbally describe and/or write to describe a job that involves working with animals. **(CCKSL5)**

**Performance Task:**

### Craft and Structure

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5 Identify the front cover, back cover, and title page of a book.

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

### Integration of Knowledge and Ideas

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

### Range of Reading and Level of Text Complexity

RI.K.10 Actively engage in group reading activities with purpose and understanding.

### Text Types and Purposes

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

### **Environmental:**

- Identify features of the natural environment, such as parks, zoos, buildings, etc., that are made by humans.
- Identify features of the natural environment that are not made by humans.

## **Suggested Resources** **Unit Planner**

**Variety = length (short, extended), multi-media (web-based, video, art, music), genres, cultures, etc.**

**Balance = fiction and/or non-fiction, primary/secondary source documents**

**Connections between resources (what and how)**

**Text complexity = qualitative, quantitative, reader and task**

### **Suggested Resources**

- [http://schools.nyc.gov/NR/ronlyres/95A48E33-B007-4509-9056-8538A1583DAF/0/NYCDOE\\_K\\_LiteracyScience\\_WeAreExperts\\_Final.pdf](http://schools.nyc.gov/NR/ronlyres/95A48E33-B007-4509-9056-8538A1583DAF/0/NYCDOE_K_LiteracyScience_WeAreExperts_Final.pdf)
- [http://schools.nyc.gov/NR/ronlyres/7F93FFB5-B0FA-4508-9580-51F17820C0DF/0/NYCDOEKLiteracyGardenHelpers\\_Final.pdf](http://schools.nyc.gov/NR/ronlyres/7F93FFB5-B0FA-4508-9580-51F17820C0DF/0/NYCDOEKLiteracyGardenHelpers_Final.pdf)
- <http://bookbuilder.cast.org/>

## **Assessments**

### **Portfolio Writing Requirements:**

- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. (Opinion) (CCKW1)
- Animal Research - After researching information from three sources, choose and illustrate one type of animal. Identify characteristics and the environment in which it lives. (Explanation)- Publish electronically. (CCKW7) (CCKW6)

### **Other Text Based Writing Tasks (daily free writes and routine):**

- Create a class book of a class trip to a zoo or an activity (such as making bird nests) by inserting photographs into a PowerPoint and having students dictate sentences to describe what is happening in the picture. (Narrative) (CCKW3)
- Identify the basic similarities and differences between two texts on the same topic. (CCKRI9)

<p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><b><u>Production and Distribution of Writing</u></b></p> <p>W.K.4 (Begins in grade 3)</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b><u>Research to Build and Present Knowledge</u></b></p> <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>		
--	--	--